

Screening Pitfalls

This resource builds on a suite of screening resources that have been provided by the Equality Unit: Screening Guidance, Screening Myths, Good Practice in Screening and Screening Step by Step Guide (all available at www.hscbusiness.hscni.net/services/1801.htm). It brings together commonly made pitfalls in screenings that have come to the Equality Unit and makes suggestions for how to avoid such pitfalls in future screenings. For ease of reference these are slotted in to the relevant section of the screening template below.

SCREENING TEMPLATE

See [Guidance Notes](#) for further information on the 'why' 'what' 'when', and 'who' in relation to screening, for background information on the relevant legislation and for help in answering the questions on this template.

(1) INFORMATION ABOUT THE POLICY OR DECISION

1.1 Title of policy or decision

1.2 Description of policy or decision

- what is it trying to achieve? (aims and objectives)
- how will this be achieved? (key elements)
- what are the key constraints? (for example financial, legislative or other)

1.3 Main stakeholders affected (internal and external)

For example staff, actual or potential service users, other public sector organisations, voluntary and community groups, trade unions or professional organisations or private sector organisations or others

Avoid: only including staff and or service users if more groups are likely to be impacted.

Think people, not organisations.

Here you should identify who is likely to be impacted by the policy. Is it a policy that will only affect staff or service users? Consider all groups of people likely to be affected, such as staff working in agencies, professional organisations, trade unions, voluntary, community and independent sector, other public and private sector organisations; also consider carers.

Once you have compiled your long list, state clearly which of these will most immediately be affected by the policy. It is those that you will focus on from question 2.1 onwards.

1.4 Other policies or decisions with a bearing on this policy or decision

- **what are they?**
- **who owns them?**

(2) CONSIDERATION OF EQUALITY AND GOOD RELATIONS ISSUES AND EVIDENCE USED

2.1 Data gathering

What information did you use to inform this equality screening? For example previous consultations, statistics, research, Equality Impact Assessments (EQIAs), complaints. Provide details of how you involved stakeholders, views of colleagues, service users, staff side or other stakeholders.

List your sources of **equality** data here.

2.2 Quantitative Data

Who is affected by the policy or decision? Please provide a statistical profile. Note if policy affects both staff and service users, please provide profile for both. Also give consideration to multiple identities.

Category	<i>What is the makeup of the affected group? (%) Are there any issues or problems? For example, a lower uptake that needs to be addressed or greater involvement of a particular group?</i>
Gender	Avoid: ‘this policy applies to all, regardless of age’, or ‘this policy applies equally to all staff’.
Age	
Religion	Screening is not about ensuring that everyone is treated the same – it’s about working out the needs of people based on the 9 groups and treating them differently where appropriate to ensure they have the same access to or experience the same service as everyone else.
Political Opinion	
Marital Status	
Dependent Status	
Disability	Screening should be informed by relevant data . This means that you must provide quantitative data relating to the people (as identified in 1.3) who will be affected by the policy. If such data is not available then you should consider taking steps to collect new data.
Ethnicity	
Sexual Orientation	Also consider relevant proxy data. This may include, for example, research conducted elsewhere or wider population data.

	<p>Don't include data for the Northern Ireland population as a default though. Only include it if it is relevant.</p> <p>You should (1) record all the data and (2) draw conclusions as to the make up of those impacted by the policy or decision. What does it tell you and what reasonable assumptions can you make?</p>
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2.3 Qualitative Data

What are the different needs, experiences and priorities of each of the categories in relation to this policy or decision and what equality issues emerge from this? Note if policy affects both staff and service users, please discuss issues for both. Also give consideration to multiple identities (such as single parents for example).

<i>Category</i>	<i>Needs and Experiences</i>
Gender	<p>Avoid: not considering <u>all</u> stakeholders</p> <p>If the policy will affect staff in HSC organisations, service users and staff in voluntary groups then you should consider the issues for all 3 groups of people.</p> <p>For example, when screening a Complaints Policy, the issues considered should relate to staff and complainants or potential complainants. For staff facilitating the Complaints Policy, the issues will focus on the accessibility of the policy and training needs. For complainants and potential complainants the issues will focus on the accessibility of the policy and access to the arrangements and protections the policy provides.</p> <p>Note: any issues that arise here should be reflected and addressed in 2.5 Making Changes.</p> <p>Make sure that you separate out the needs and issues from the actions. This question is about needs and issues – question 2.5 is about actions.</p>
Age	
Religion	
Political Opinion	
Marital Status	
Dependent Status	
Disability	
Ethnicity	
Sexual Orientation	

2.4 Multiple Identities

Are there any potential impacts of the policy or decision on people with multiple identities? For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people.



2.5 Making Changes

Based on the equality issues you identified in 2.2 and 2.3, what changes did you make or do you intend to make in relation to the policy or decision in order to promote equality of opportunity?

<i>In developing the policy or decision what did you do or change to address the equality issues you identified?</i>	<i>What do you intend to do in future to address the equality issues you identified?</i>
<p>Avoid: Not addressing any issues identified in 2.3</p> <p>Where issues or impacts have been identified in 2.2 and 2.3, mitigation or an alternative policy and decision should be put in place. If mitigation is not possible, the decision not to mitigate should be explained here.</p> <p>It is important to link this back to the policy and make the changes in the policy itself.</p>	<p>Steps that you now intend to take as a result of screening, in order to promote equality of opportunity, should be noted here.</p>

2.6 Good Relations

What changes to the policy or decision – if any – or what additional measures would you suggest to ensure that it promotes good relations? (refer to guidance notes for guidance on impact)

<i>Group</i>	<i>Impact</i>	<i>Suggestions</i>
Religion	<p>Avoid: the urge to complete this section, even if it is not relevant to the policy you are screening.</p> <p>Section 75 requires us to promote good relations between people of different religious belief, racial group and political opinion – effectively this centres on anti-racism and anti-sectarianism. If your policy does not present opportunities to take action in this area, leave this section blank.</p>	
Political Opinion		
Ethnicity		

(3) SHOULD THE POLICY OR DECISION BE SUBJECT TO A FULL EQUALITY IMPACT ASSESSMENT?

A full equality impact assessment (EQIA) is usually confined to those policies or decisions considered to have major implications for equality of opportunity

**How would you categorise the impacts of this decision or policy?
(refer to guidance notes for guidance on impact)**

Please tick:

Major impact	<input type="checkbox"/>
Minor impact	<input type="checkbox"/>
No further impact	<input type="checkbox"/>

Do you consider that this policy or decision needs to be subjected to a full equality impact assessment?

Please tick:

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Please give reasons for your decisions.

[Make sure that you complete this section.](#)

(4) CONSIDERATION OF DISABILITY DUTIES

4.1 In what ways does the policy or decision encourage disabled people to participate in public life and what else could you do to do so?

<i>How does the policy or decision currently encourage disabled people to participate in public life?</i>	<i>What else could you do to encourage disabled people to participate in public life?</i>
<p>Avoid: including steps here that go beyond the scope of participation in public life.</p> <p>This section relates only to the Disability Duty 'To encourage the participation of disabled people in public life'. Any other disability issues, for example relating to accessibility should be addressed in 2.3.</p>	

4.2 In what ways does the policy or decision promote positive attitudes towards disabled people and what else could you do to do so?

<i>How does the policy or decision currently promote positive attitudes towards disabled people?</i>	<i>What else could you do to promote positive attitudes towards disabled people?</i>
<p>This section relates only to the Disability Duty 'To promote positive attitudes towards disabled people'. Any other disability issues, for example relating to accessibility should be addressed in 2.3.</p>	

(5) CONSIDERATION OF HUMAN RIGHTS

5.1 Does the policy or decision affect anyone's Human Rights? Complete for each of the articles

ARTICLE	Yes/No
Article 2 – Right to life	
Article 3 – Right to freedom from torture, inhuman or degrading treatment or punishment	
Article 4 – Right to freedom from slavery, servitude & forced or compulsory labour	
Article 5 – Right to liberty & security of person	
Article 6 – Right to a fair & public trial within a reasonable time	
Article 7 – Right to freedom from retrospective criminal law & no punishment without law	
Article 8 – Right to respect for private & family life, home and correspondence.	
Article 9 – Right to freedom of thought, conscience & religion	
Article 10 – Right to freedom of expression	
Article 11 – Right to freedom of assembly & association	
Article 12 – Right to marry & found a family	
Article 14 – Prohibition of discrimination in the enjoyment of the convention rights	
1 st protocol Article 1 – Right to a peaceful enjoyment of possessions & protection of property	
1 st protocol Article 2 – Right of access to education	

*If you have answered no to all of the above please move on to **Question 6** on monitoring*

5.2 If you have answered yes to any of the Articles in 5.1, does the policy or decision interfere with any of these rights? If so, what is the interference and who does it impact upon?

List the Article Number	Interfered with? Yes/No	What is the interference and who does it impact upon?	Does this raise legal issues?*
			Yes/No

** It is important to speak to your line manager on this and if necessary seek legal opinion to clarify this*

5.3 Outline any actions which could be taken to promote or raise awareness of human rights or to ensure compliance with the legislation in relation to the policy or decision.

(6) MONITORING

6.1 What data will you collect in the future in order to monitor the effect of the policy or decision on any of the categories (for equality of opportunity and good relations, disability duties and human rights)?

Equality & Good Relations	Disability Duties	Human Rights
Be specific about what equality monitoring data you will collect precisely.		

Approved Lead Officer:

This is the person who signs off the policy – the person whose name would be on a paper to take the policy to SMT/AMT and Board/Council.

Position:

Date:

The date of the screening should reflect the requirement that the policy should be screened **before** it is finalised.

Policy/Decision Screened by:

The person undertaking the screening should have authority to make changes to the policy if equality issues arise.

Please note that having completed the screening you are required by statute to publish the completed screening template, as per your organisation's equality scheme. If a consultee, including the Equality Commission, raises a concern about a screening decision based on supporting evidence, you will need to review the screening decision.

**Please forward completed template to:
Equality.Unit@hscni.net**

Any request for the document in another format or language will be considered.
Please contact : [give contact details of the person who screened the policy or the approved lead officer.](#)